



# **TJIC Alert**

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**November 2011**

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## **Education**

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### **1. Education at a Glance 2011: OECD Indicators**

Organisation for Economic Co-operation and Development

497 p.

September 13, 2011

Full Text: <http://www.oecd.org/dataoecd/61/2/48631582.pdf>

Across OECD countries, governments have to work with shrinking public budgets while designing policies to make education more effective and responsive to growing demand. The report provides a broad array of comparable indicators on education systems and represents the consensus of professional thinking on how to measure the current state of education internationally. The indicators also show who participates in education, how much is spent on it, and how education systems operate. They also illustrate a wide range of educational outcomes, comparing, for example, student performance in key subjects and the impact of education on earnings and on adults' chances of employment.

[Note: contains copyrighted material].

### **2. Characteristics of GED Recipients in High School: 2002-06**

National Center for Education Statistics November 16, 2011

3p.

Full Text: <http://nces.ed.gov/pubs2012/2012025.pdf>

This Issue Brief uses the Education Longitudinal Study of 2002 to compare the demographics, high school experiences, and academic achievement of 10th graders who four years later were GED recipients, high school graduates or high school dropouts.

### **3. Projections of Education Statistics to 2020**

William J. Hussar and Tabitha M. Bailey  
National Center for Education Statistics  
Full Text: <http://nces.ed.gov/pubs2011/2011026.pdf>

177 p.  
September 20, 2011

The publication provides projections for key education statistics. It includes statistics on enrollment, graduates, teachers, and expenditures in elementary and secondary schools, and enrollment and earned degrees conferred expenditures of degree-granting institutions. For the Nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14 years and projections to the year 2020. For the 50 States and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates to the year 2020. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

#### **4. The Road Ahead: A Look at Trends in the Educational Attainment of Community College Students**

Christopher M. Mullin  
American Association of Community Colleges  
Full Text: [http://www.aacc.nche.edu/Publications/Briefs/Documents/PB\\_RoadAhead.pdf](http://www.aacc.nche.edu/Publications/Briefs/Documents/PB_RoadAhead.pdf)

22 p.  
October 2011

In response to the demands of students, as well as of business and industry, community colleges are rebalancing institutional missions and practices to focus more directly on ensuring student success. The brief presents data on educational attainment at community colleges, with an eye to what the data portend. One extremely positive conclusion can be reached: Educational attainment for all key populations is increasing at community colleges. The investments made in a community college education, by individuals and by society as a whole, are paying off, according to the author. [Note: contains copyrighted material].

#### **5. Comparative Indicators of Education in the United States and Other G-8 Countries: 2011**

National Center for Education Statistics  
October 12, 2011  
Full Text: <http://nces.ed.gov/pubs2012/2012007.pdf>

99 p.

The report describes key education outcomes and contexts of education in the Group of Eight (G-8) countries, Canada, France, Germany, Italy, Japan, the Russian Federation, the United Kingdom, and the United States. The report is organized into five topical areas: population and school enrollment, academic performance, contexts for learning, expenditures for education, and educational attainment and income. Results are drawn from the Organization for Economic Cooperation and Development's (OECD) ongoing Indicators of Education Systems (INES) program, as well as the Program for International Student Assessment (PISA), which is also coordinated by the OECD.

#### **6. Improving Student Outcomes: Restoring America's Education Potential**

Michael Greenstone and Adam Looney  
Brookings Institution

32 p.  
September 2011

Full Text:  
[http://www.brookings.edu/~media/Files/rc/papers/2011/09\\_education\\_greenstone\\_looney\\_shevlin/092011\\_education\\_greenstone\\_looney\\_shevlin.pdf](http://www.brookings.edu/~media/Files/rc/papers/2011/09_education_greenstone_looney_shevlin/092011_education_greenstone_looney_shevlin.pdf)

For decades, investments in public education have boosted U.S. productivity and earnings, forged a path out of poverty for many families, helped disadvantaged students narrow the learning gap with their peers, and developed a workforce that continues to be among the most productive and innovative on Earth. More recently, this engine of growth has lost momentum. While per-pupil spending has continued to rise, educational attainment and performance have stagnated over the last thirty years. Because workforce skills are closely linked to productivity and compensation, the stagnation in

education has contributed to static or even declining earnings for many Americans. In this paper, The Hamilton Project provides a dual-track approach to improving future educational outcomes: 1) tackling structural barriers to unlock the largest gains in student achievement and 2) in the near term, implementing relatively simple cost-effective reforms that improve student performance.

[Note: contains copyrighted material].

## **7. The Power and Pitfalls of Education Incentives**

Bradley M. Allan and Roland Fryer

Brookings Institution

36 p.

September 2011

Full Text:

[http://www.brookings.edu/~media/Files/rc/papers/2011/09\\_incentives\\_fryer\\_allen/092011\\_incentives\\_fryer\\_allen\\_paper.pdf](http://www.brookings.edu/~media/Files/rc/papers/2011/09_incentives_fryer_allen/092011_incentives_fryer_allen_paper.pdf)

There is widespread agreement that America's school system is in desperate need of reform, but many educational interventions are ineffective, expensive, or difficult to implement. Recent incentive programs, however, demonstrate that well-designed rewards to students can improve achievement at relatively low costs. Fryer and Allan draw on school-based field experiments with student and teacher incentives to offer a series of guidelines for designing successful educational incentive programs.

[Note: contains copyrighted material].

## **8. Leveraging Service Blueprinting to Rethink Higher Education**

Center for American Progress

October 31, 2011

76 p.

Full Text: [http://www.americanprogress.org/issues/2011/10/pdf/service\\_blueprinting.pdf](http://www.americanprogress.org/issues/2011/10/pdf/service_blueprinting.pdf)

There is much discussion today about the need to transform higher education. Experts and researchers list numerous challenges: low student retention and graduation rates, the increasing cost of higher education, and concerns that graduates don't possess the skills required to compete successfully in today's interconnected, global marketplace. Less than 60 percent of students who enter four-year institutions in the U.S. earn a degree within six years and the graduation rate at many institutions is much lower than that.

[Note: contains copyrighted material].

## **9. The Expansion of Private Loans in Postsecondary Education**

Jennie H. Woo

National Center for Education Statistics

22 p.

October 11, 2011

Full Text: <http://nces.ed.gov/pubs2012/2012184.pdf>

The Expansion of Private Loans in Postsecondary Education, a Statistics in Brief, examines trends in borrowing from commercial lenders for postsecondary education, the characteristics of undergraduate and graduate private loan borrowers, and combining private and federal loans. Results are based on nationally representative data collected through the 2003-04 and 2007-08 National Postsecondary Student Aid Studies

## **10. Dropout Prevention Services and Programs in Public School Districts: 2010-11**

National Center for Education Statistics

September 22, 2011

66 p.

Full Text: <http://nces.ed.gov/pubs2011/2011037.pdf>

This report provides national estimates about dropout prevention services and programs in public school districts. The estimates presented in this report are based on a district survey about dropout prevention services and programs offered by the district or by any of the schools in the district during the 2010-11 school year.

### **11. Learning at a Distance: Undergraduate Enrollment in Distance Education Courses and Degree Programs**

National Center for Education Statistics

October 5, 2011

22 p.

Full Text: <http://nces.ed.gov/pubs2012/2012154.pdf>

This Statistics in Brief investigates undergraduates' participation in distance education using nationally representative student-reported data collected through the three most recent administrations of the National Postsecondary Student Aid Study.

### **12. Exploring the Digital Nation - Computer and Internet Use at Home**

U.S. Department of Commerce

November 8, 2011

72 p.

Full Text: <http://www.esa.doc.gov/sites/default/files/reports/documents/exploringthedigitalnation-computerandinternetuseathome.pdf>

The report updates and expands last year's report, Exploring the Digital Nation: Home Broadband Internet Adoption in the United States, based on data from the Census Bureau's most recent Current Population Survey (CPS) School Enrollment and Internet Use Supplement. The report also provides additional information augmenting the February 2011 research preview, Digital Nation: Expanding Internet Usage, and includes new findings on computer and Internet use in the U.S. The analysis reveals that, by holding constant certain factors such as household income, education, or age, the adoption disparities may decrease significantly.

### **13. Informing Writing: The Benefits of Formative Assessment**

Alliance for Excellent Education

September 15, 2011

82 p.

Full Text: <http://www.all4ed.org/files/InformingWriting.pdf>

Although some progress has been made in improving the writing achievement of students in American schools, most students do not write well enough to meet grade-level demands. One tool with potential for improving students' ability to effectively convey thoughts and ideas through text is classroom-based writing assessment. Such formative assessments allow teachers to gauge the effectiveness of their instructional practices, modify instruction as needed, and provide students with feedback on writing strengths and areas in need of further development. The report provides evidence that formative writing enhances students' writing, as well as best practices for assessing writing in the classroom.

[Note: contains copyrighted material].

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